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ABSTRACT

The Portland Public Schools Board of Education requested this study of alternative education programs supported by the District to assist the staff and board in making budgetary decisions. The Task Force made the following recommendations: (1) provide support necessary to stabilize existing educational options; (2) develop school-based educational options for all age groups in each high school cluster; (3) develop additional educational options open to students District-wide, with special attention to the north and northeast sections of Portland; (4) establish policy and administration guidelines that support the need for and validity of educational options; (5) provide an administrative structure with responsibility for and authority to support, maintain, evaluate, and extend educational options; and (6) consider the redefinition of resources assigned to buildings and clusters to develop innovative instructional practices. In light of basic principles of successful educational options, the Task Force was not highly prescriptive in recommending schools, programs, and locations. The recommendations reflect an acknowledged need for changes in educational practices, an endorsement of educational options, and creation of a mechanism to facilitate program development rather than specific solutions for school populations within the District. Appendixes include the study design, public testimonies reviewed by the Task Force, a statement of responsibilities of the Administrator for Education Options Program, and a list of goals for implementing the education options. (Author/LHW)

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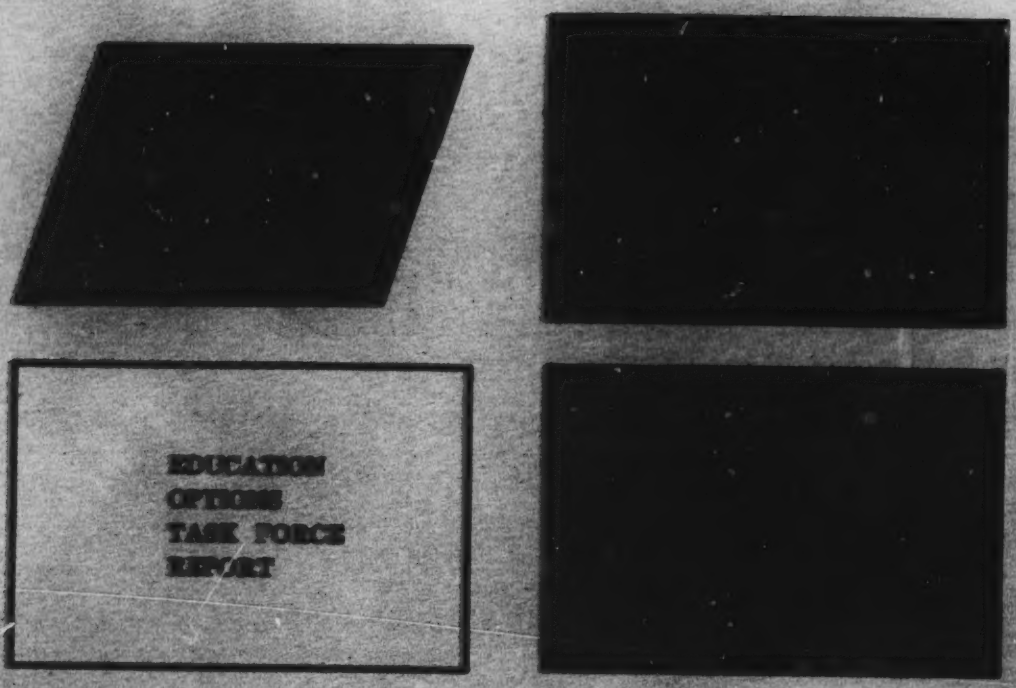

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EDUCATION OPTIONS TASK FORCE REPORT

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PORTLAND PUBLIC SCHOOLS
MATTHEW PROPHET
Superintendent

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EDUCATION OPTIONS

TASK FORCE REPORT

FOR

SUPERINTENDENT MATTHEW PROPHET

January 31, 1984

It is the overall recommendation of this Task Force that education options (alternatives) become an integral part of Portland Public School's efforts to meet the instructional and developmental needs of the District's students.

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REPORT ABSTRACT

In the spring of 1983, the Portland Public Schools Board of Education requested a study of the alternative education programs supported by the District to assist the staff and Board in making budgetary decisions. The Superintendent, Dr. Matthew Prophet, assigned the study to Assistant Superintendent Maralyn E. Turner, with the request that a report be completed in time to be considered in the budget planning for the 1984-85 school year.

A task force that would provide a broad representation of District and community views was established. Literature was reviewed, collected and catalogued for the Task Force study. A series of national and local presentations was prepared to establish a comprehensive base of information for the study. Key points that influenced the recommendations of the Task Force included the following:

- Communities continue to have high expectations for schools.
- The school-age population is more diverse than ever before.
- Social trends are having a dramatic effect on students and their families.
- The world of technology is providing a great deal of information for students outside the school setting.
- The early leaver population, students who leave public education before graduation, cuts across all ability, ethnic and economic levels.
- Standards, goals and objectives can and should be expected of all education programs.
- The number of early leavers can be reduced through adjustment of instructional practices.
- School districts across the country are moving toward a wider range of education options and choices in order to maintain standards and meet the needs of diverse student populations.
- The most effective education options are created by the communities to be served, for whom the development of their human resources is a primary goal.
- Education options are cost effective in that, beyond initial start up costs, options generally are at or below the average per pupil cost for a district.
- Successful education options require validation by the school district and community they serve.
- Successful education options require administrative coordination and support.

Taking into consideration many factors pertinent to the Portland Public Schools, as well as the information gathered through the structured seminar process, the Task Force has recommended that the District:

- Provide support necessary to stabilize existing education options.
- Develop school-based education options for all age groups in each high school cluster.
- Develop additional education options open to students District-wide, with special attention to the north and northeast sections of Portland.
- Establish policy and administrative guidelines that support the need for and validity of education options.
- Provide an administrative structure with responsibility for and authority to support, maintain, evaluate and extend education options.
- Consider the redefinition of resources assigned to buildings and clusters to develop innovative instructional practices.

The Task Force avoided the temptation to be highly prescriptive in recommending schools, programs and locations, since doing so would be in conflict with the basic principles of successful education options. As a result the recommendations of the Task Force are meant to reflect an acknowledged need for changes in educational practices, to provide an endorsement for education options, and to create a mechanism for facilitating program development rather than prescribing specific solutions for schools or populations within the District.

I. BACKGROUND

Throughout the decades of the 1960's and 70's, the alternative schools movement developed and thrived throughout the nation. Alternative schools then and now are typically established for two basic reasons: to respond to unmet student needs in terms of diversified programming, and to the provisions of more challenging environments and approaches to learning, or to respond explicitly to problems of student truancy and dropout. During the 1960's and 70's, the Portland Public School system implemented a number of alternative programs within the District and their success is explained by their continuing contribution to the needs of students, through the design and delivery of successful programs which have produced a generation of alternative high school graduates.

The Portland Public Schools alternative roster includes the Metropolitan Learning Center, Vocational Village, Catch II, Madison Focus, Cleveland Option, Woodmere Alternative, Franklin Alternative and the Night School at Grant. While the Metropolitan Learning Center provides an alternative K-12 curriculum and Woodmere Alternative has a grades 4-12 program, with Catch II providing a supplementary alternative educational experience for middle and high school students, the majority of programs provide alternatives specifically for the high school population. In Portland, the array of alternative schools is clearly oriented to respond to problems of truancy and dropout among the high school population.

As high schools experienced a reduction of FTE, reprioritization of personnel and resources resulted in a reduction of support for these in-District alternative programs.

In October of 1979, reductions were brought to the attention of the Board of Education, which responded by indicating that no reductions were to occur in the District's alternative programs without a thorough analysis. Since that time, school board, community and District interest and concern have resulted in a series of reviews of alternative programs, completion of the High School Early Leaver Analysis, creation of the Special Youth Services Department (to address student discipline issues), and development of a variety of support programs to assist students in staying in school.

Early in 1983 a committee of District staff met to discuss alternative education and reviewed recommendations from a variety of community groups, such as the Metropolitan Youth Commission and the Steering Committee of the Office of Special Youth Services--which includes representatives from parent groups, Portland School District staff, the State Board of Education, Youth Service Centers, Metropolitan Human Relations Commission, Multnomah County Juvenile Court, American Friends Service Committee, Urban League, Metropolitan Family Service and Schools for the City.

Although each has been valuable in addressing student needs, the activities have not been synthesized and analyzed in a way that allows for District-wide planning of alternative options for students. Therefore, a study was requested to analyze the existing problems and resources, and to add information sources that would allow for the kind of comprehensive planning that is needed at this time.

The study Task Force, coordinated by Assistant Superintendent Maralyn E. Turner, developed the following mission statement for the project:

> The mission of the Education Options Task Force is to describe the nature and scope of alternative education in terms of meeting student and community needs and to apply that information to program recommendations that are compatible with Portland Public Schools goals, objectives and financial resources.

II. STUDY DESIGN

1. Overview

The study design followed the Decision Seminar model which has been effectively used by the Seattle Public Schools to develop recommendations for program development and/or improvement. A Decision Seminar involves intensive study of specific topics to provide an information base for District program decisions.

2. Process

The process used to complete the study on alternative schools is outlined briefly below. A full schedule of planning and presentation dates is provided in Appendix A.

2.1 Selection of seminar participants such that both a broad representation of community and staff interests and objectivity in addressing the topic were assured.

2.2 Seminar Planning

2.3 National Presentations

2.4 Public Testimony

2.5 Presentations by Local Educators

2.6 Writing Activities

3. Summary Statement

The literature, presentations and testimony reviewed by the Task Force indicated that there is a need for adjustments in how public education is meeting the educational requirements of our school-age population. However, contrary to the recent national reports, the adjustments recommended are not for increased standards, but for improvements in helping all students achieve personal satisfaction from their education while meeting designated standards. The expectation of high standards is not new. However, the population of students that will be affected by the most recent push for increased standards is noticeably different from students of ten or twenty years ago. The recent national studies of contemporary public and private education follow a decade of emphasis on equity and access. The challenge to public education appears to be one of maintaining high effective standards for a diverse student population.

As the Task Force reviewed innovative programs and practices, it became evident that the term "alternative" had a wide range of meanings, many of which were attached to the alternative school movement of the early 60's. The Task Force also came to understand that effective education options can address all ability levels and vary from improved counseling models, highly individualized instruction models and specialized home rooms, to schools within a school, magnets, opportunity centers and separate schools. As a result, the Task Force has adopted the term "education options" to refer to programs and practices that may be developed for early prevention, intervention and/or enrichment needs.

The literature, as well as the seminar presenters, emphasized that there must be a match between the community or school and an educational program. Most of the current national studies also support "grass roots" solutions to the most recent requests for improved standards. Therefore, the recommendations of the Task Force are meant to reflect an acknowledged need for change, to provide an endorsement for education options, and to create a mechanism for facilitating program development rather than prescribing specific solutions for schools or populations within the District. School programs must be suitable for the creation and maintenance of a student's motivation to learn and ability to experience satisfaction from formal schooling.

III. TASK FORCE REPORT

A Philosophy for Education Options

In keeping with the Educational Effectiveness goal of the Portland Public Schools, the achievement levels of all students must be raised. Some students do not respond well to traditional educational programs. These students underachieve in their studies, leave school early, or remain in school as unmotivated or troubled individuals.

There are many paths students can follow to reach the same goals of academic achievement, meeting the standards for basic skills achievement and attaining high school graduation. Many revisions in school programs must be made in order to accommodate the possible diversities in school organization, educational settings, staffing, use of resources, curriculum development and parent and community involvement. The hallmark of education options is freedom for the student and parents to make choices among options provided by the District.

Carefully defined options that bear full responsibility for sound, innovative educational methods, procedures and accountability are essential. The District must not wait for new monies and resources before entering into a concerted effort to prevent underachievement, negative attitudes toward learning and exodus from schools. A number of changes in current programs, new uses of resources and enhancement of existing alternative programs should be made through improved administrative coordination of educational services and programs throughout the District.

Identified Needs

The Portland Public Schools has a variety of supportive supplementary programs that attempt to meet the educational needs of students. These baseline programs include Special Education, Chapter I, ESL, Talented and Gifted, Child Development Specialist programs, four magnet high school programs, the Benson Evening School, and a variety of vocational exploratory programs such as Green Thumb and Home Repair. Planning and consideration of additional career and vocational education programs such as an Opportunity Center or a replication of the Philadelphia Academy are also in progress.

In addition, the District supports eight internal alternative programs, each of which has a long and successful record of achievement in meeting the needs of Portland Public School students. The eight internal alternative programs are Metropolitan Learning Center, Vocational Village, Catch II, Madison Focus, Cleveland Option, Woodmere Alternative, Franklin Alternative and the Night School at Grant.

The current alternative education programs for Portland Public Schools are administered by the Director of Instruction who is responsible for the building in which the respective program is located. Two exceptions are the Night School at Grant and Catch II which are administered by Dr. Ernest Hartzog, Assistant Superintendent for District-Wide Programs. Dr. Hartzog also coordinates the contracts and student placements related to the District's agreements with four private alternative programs -- Lents, Open Meadow, Albina Youth Opportunity School (AYOS), and Portland Opportunities Industrial Center (POIC).

Each of the alternative programs provides a unique educational program for students whose academic and social needs may not be effectively met in the regular schools. Based upon a staff-designed instructional system and conducted in an environment which reflects the staff perceptions of their students' needs, the strength and success of these programs lies in the particularized and personalized nature of each of them.

Metropolitan Learning Center provides an open structure, an instructional design aimed at aligning its educational program with student learning style, and includes the enriching learning experiences of an urban community setting.

The other alternatives respond directly to needs of students who are failing in the regular school program by providing positive and supportive learning environments on a part-time, supplementary or full-time basis to influence potential dropouts to hold onto a commitment to education and achieve academic and social growth. Vocational Village remains a national model for meeting the needs of at-risk youth; Catch II has been cited as an exemplary model of outdoor education programs; Madison Focus, Cleveland Option and Woodmere Alternative (which provides services to elementary and middle school youth) succeed as viable schools-within-schools; Franklin Alternative operates as a supplementary program, with regular Franklin staff developing and matching instructional strategies to meet the needs of students who are failing. The Night School at Grant provides full-time high school in an evening timeframe with a staff who function as teachers, curriculum developers and program administrators.

However, even with the supportive supplementary programs and the internal alternatives providing a continuum of services and programs, there remains a large number of students whose educational needs are still unmet.

A substantial understanding has been gained by the Task Force of the relationships between low academic achievement, poor attendance, disciplinary problems, social and motivational problems and early exodus of students from the schools. Greater attention must be given to the differences in the ways students learn, in their rates of learning and their differing responses to organizational structures.

The alternative education programs which currently exist in the District, as well as those external programs with which the District contracts, provided many of the insights for the Task Force recommendations to the District for remedies, revisions and new developments in school programs. Internal and external programs are described in Appendix B.

A. <u>The Need for Education Options</u>

The following needs for education options programs in the Portland Schools were identified by the Task Force.

1. A large contingent of students are not meeting the achievement, attendance and program participation goals of the District.

   These goals are not being met due to:

   a. Underachievement of students in the basic skills of reading, writing and math throughout all the grades.

   b. Insufficient alternative strategies for preventing this underachievement and attrition of students, even in the early grades.

   c. Insufficient programs for students not meeting minimal competencies for secondary graduation.

   d. An approximate attrition from our schools of 3,000 students between the ages of fourteen to seventeen.

   e. Evidence that students leaving school early are alienated by traditional school organization and achievement expectations.

   f. Inadequate levels of personal motivation, disregard for long-range goals and lack of support from parents for staying in school.

2. Students have limited access to optional programs currently in existence.

   Students seeking education options cannot make choices because:

   a. All programs have waiting lists.

   b. Access is prevented by the geographical location of existing programs.

      1. Most programs are located in southeast high school clusters.

      2. Programs in north and northeast areas of the District are private institutions with limited PPS openings.

   c. Current programs are predominately for secondary students.

   d. Formal procedures for early identification of Portland underachievers in terms of potential for dropout are limited and inefficiently applied.

   e. Selection of education options is limited.

3. There is little communication within the District among central administration, private programs, existing public school programs and standard school programs.

   Channels of communication are unreliable because:

   a. Teachers and administrators in standard schools do not or cannot avail themselves of effective aspects of alternative programs in revising or improving their own programs.

   b. Strengths of each alternative program are unshared with other programs and the standard school programs.

   c. Resources for communicating alternative education options to parents of students who have left school, or who are potential dropouts, are insufficient or overlooked.

4. Coordination of existing option programs and planning for meeting the needs of students identified for such programs is lacking.

   Higher levels of effectiveness of existing option programs are lacking because:

   a. Staff and parents of students in existing programs are limited by a lack of appropriate support and advocacy within clusters and throughout the District.

   b. Referral, placement and transfer procedures of students between standard schools and existing alternative programs are inefficient, and non-existent in many cases.

   c. Existing option programs often lack support services for special needs of students and teachers such as:

      1. Attendance counselors
      2. Staff development services
      3. Evaluation services
      4. Home, school and community agency liaisons

   d. Coordination with other District programs is often overlooked.

5. Option education programs are not seriously considered as viable options for many students.

   In planning programs for underachieving or potential dropout students:

   a. There is insufficient understanding of alternative program students and staffs.

b. Central administrative departments lack information regarding programs that are available to students.

c. The lack of stable financial support for public and private programs is not seen as a cause of limited openings.

6. There is inadequate recognition and support by industries, business and the community for programs that offer education options.

   Support for education options programs is lacking because:

   a. Neighborhood businesses and community institutions are uninformed regarding education options provided by PPS.

   b. Local communities and businesses are not adequately encouraged to participate in ways that will enable them to make realistic contributions, e.g., mentorships, vocational/work experience offerings, field experiences.

7. There is a need to recognize the quality of teacher-student interaction as one of option programs' strongest assets.

   Poor attendance and low achievement can be reduced if there is:

   a. Staff commitment to young people, learning and public school education.

   b. Counseling of students that is frequent, relative to day-to-day affairs, and that places emphasis on positive attitudes toward success.

   c. Attention paid to individual learning styles of students, particularly in regard to pre-secondary level programs.

In summary, the Task Force was impressed time and again by local and national testimony that the need for education options in our District is multifaceted. Obviously, the local and national models that were reported have been able to deliver extraordinary programs and have thrived in spite of shortcomings in funding, support services, administrative support and advocacy. However, the Task Force concluded that the expressed topics reported in the foregoing section do not have to be tolerated in the Portland District; these "needs" problems have solutions. The recommendations that follow are based on the Task Force's thoughtful selection of the more constructive, feasible and practical ideas that were reported by local and national advocates of education options.

Recommendations

The responsibility for the problems attendant to low academic achievement and leaving school early must be shared by all levels of administration, instruction and community.

It is the overall recommendation of this Task Force that education option programs become an integral part of Portland Public Schools' efforts to meet the instructional and developmental needs of its students.

B. Recommendations for Education Options

1. Provide support necessary to stabilize existing education option programs.

   This recommendation may be implemented by:

   a. Providing administrative, staff and budget support necessary for present education option programs to effectively meet their established objectives.

   b. Providing information to District personnel, parents, students and community regarding option programs, referral procedures and criteria for selecting students.

   c. Continuing to support private alternative school programs based on service to PPS students in accordance with Board of Education Policy (601.1).

2. Develop school-based education option programs for all age groups in each high school cluster.

   This recommendation may be implemented by:

   a. Assessing student needs for education option programs at all age levels within each high school cluster.

   b. Reviewing local and national models of education option programs to determine those that might best meet identified needs for students in a cluster or particular attendance area. (Refer to Appendix C, Synopses of Task Force Testimonies).

   c. Developing a plan for extending and/or creating new education option programs (concentrating on those clusters with the greatest need) and feasible plans for a local option program.

   d. Drawing on resources in existing regular programs that can be used to serve students in new education option programs.

3. Develop additional education option schools open to students District-wide, with special attention to the north and northeast sections of Portland.

   This recommendation may be implemented by:

   a. Assessing needs for additional education option schools open to students District-wide that may be located in north and northeast Portland.

   b. Developing an implementation plan for extending and/or creating additional option education schools.

   c. Exploring ways in which these students can become involved in other District programs (e.g., vocational education opportunities).

4. Establish policy and administrative guidelines that support the need for and the validity of education option programs.

   This recommendation may be implemented by:

   a. Revising Board Policy to reflect stronger support for education option programs.

   b. Developing standards documents and administrative directives to clarify the relationships between education option programs and other schools as to graduation requirements, diplomas, credits and minimal competencies.

5. Provide an administrative structure that has responsibility for and authority to support, maintain, evaluate and extend education option programs.

   This recommendation may be implemented by:

   a. Establishing an administrative position for education option programs.

   b. Providing a system-wide structure for student identification and referral.

   c. Establishing an advisory committee for education option programs made up of District personnel and representatives from the community.

   d. Providing services for facilitating the development of a local option program, its staffing, support services and budget.

   e. Developing a system for recruitment, assignment and training of education option programs staff and coordinators.

f. Developing a system for coordinating support services available both in the District and community.

g. Assisting school staffs in planning in-school education options for their students.

6. Consider the redirection of resources and expansion of innovative instructional practices.

This recommendation may be implemented by:

a. Increasing programs designed to prevent early leaving and underachievement for students in regular primary, middle and high schools.

b. Expanding the implementation of effective instructional practices through staff in-service and support.

c. Enhancing the utilization of community services available to the standard schools.

d. Considering education option programs when allocating discretionary program funds that may become available.

In summary, a cross reference to identified needs and recommendations are displayed in Figure 1, page 14. This chart emphasizes the multiple effects of each recommendation. The preceding subtopics for each recommendation may be used as a specific checklist of activities and actions that the District may follow in implementing the recommendations of the Task Force. The testimony by invited resources, reported in Appendix C, supports all of the recommendations made by the Task Force. Other recommendations with specific suggestions for revising and generating education option programs for Portland Public Schools are also provided in Appendix C as part of the summary of presenter's reports.

FIGURE 1

Relationships Established by Decision Seminar Task Force Between Needs/Recommendations for Education Option Programs

General Needs

General Recommendations	Large contingent of students not meeting achievement and attendance goals of District.	Limited access to programs currently in existence.	Inadequate communication among District Alternative Programs and standard schools.	Inadequate coordination of planning to meet needs of identified students with existing Programs.	Inadequate recognition of existing alternative programs as viable options.	Inadequate partnership among schools, businesses, and community.	Lack of value of quality student-teacher interaction in alternative programs.	It is the overall recommendation of this Task Force that education options (alternatives) become an integral part of Portland Public School's efforts to meet the instructional and developmental needs of the District's students.
Provide support to stabilize existing Education Option Programs.		•	•	•	•	•		•
Develop school-based Education Option Programs for all age groups in each cluster.	•	•	•		•	•	•	•
Develop District-wide Education Option Programs, with special attention to schools in north and northeast clusters.	•	•		•	•	•		•
Establish policy and administrative guidelines that support the validity of Education Options.	•		•	•	•	•	•	•
Provide administrative structure to support, maintain, extend, and evaluate Education Option Programs.	•	•	•	•	•	•	•	•
Consider the redirection of resources and expansion of innovative instructional practices.	•		•	•	•	•	•	•

Impact Statements

To fully appreciate the importance of education option programs, we must recognize that schools consume certain material resources, but also generate human resources. Students who are well-served by our schools become significant resources for the perpetuation and improvement of our society. Young people who are minimally served or unserved by our schools represent lost human resources, in the present and in the future. The preceding recommendations should be regarded as an ongoing commitment by Portland Public Schools to minimize the loss in human resources resulting from school early leaving, reduced performance or non-attendance. Attention must be given to the reality that at an early age children give the system cues indicating that traditional school is not appropriate for them, for reasons beyond just the inability to master the basic skills. The subsequent impact on social and judicial services needed to cope with the consequences of not preventing the loss of these human resources is a story retold many times.

The redistribution of District resources must be done in direct response to the District Goals* related to:

- Educational Effectiveness
- Communication Effectiveness
- Management Effectiveness
- Fiscal Effectiveness

C. Impact on School Management

Staff Selection and Recruitment

Confusion and inefficiency of referral procedures and space availability would be reduced through establishing management procedures to be used throughout the District which were clear and responsive to the needs of the referral source, e.g., principals, vice principals, counselors and student management specialists. The literature emphasizes that teachers must choose to work in education options if the programs are to be successful. Therefore, it would be necessary to review teacher recruitment and placement practices within the District. Since teachers in education options may teach a wide range of subjects, it will be necessary to seek changes in teacher certification requirements as they apply to teachers in education option programs.

*The goals for Education Option programs related to District Goals are in Appendix E.

Coordinated Efforts

One of the central challenges of urban school districts is efficient application of declining resources to meet the complex needs of the students. Implementation of the Task Force recommendations would lead to immediate improvement in the coordination and enhancement of present education options. Duplication of effort could be eliminated and improvement of resource allocation could be gained through coordinated planning efforts, policy and sharing of resources. In addition, programs could be targeted to more closely meet the needs of the District's population through an analysis of the geographic distribution of programs, demographic data, space availability, transportation patterns, attendance, achievement data and other factors characteristic of educational program development.

D. Impact on Student Achievement

Attendance, Attitude, Achievement

Implementation of the recommendations of this Task Force could lead to significant reductions in school early leavers and disaffected students. There is a clear relationship between school attendance and academic achievement. By providing a system of education options within the Portland Public Schools in which all students can be successful, major steps in preventing school dropouts and providing opportunities for academic growth will have occurred. Evaluations of option schools nationally and locally indicate consistent improvement among the students served in attendance, attitude toward school and academic achievement.

Graduation Requirements

The focus of option school programs would be on the state and local standards established for Portland Public Schools. At the high school level, option programs would provide curriculum leading to completion of 21 units of credit and passage of the District's minimum competency requirements. Obviously students who are disaffected, or not in school, will not meet these requirements for graduation.

Middle School Intervention

Poor attendance and problems of school adjustment often accelerate at the middle school level. By providing additional optional programs at the middle school level, problems of disaffection with school, attendance and basic skill performance could be addressed. Though not a total solution, education options would provide alternative environments, counseling and academic support in which performance could be improved in preparation for high school. If there is a poor fit between an instructional program and the needs of an individual student throughout the middle school years, it is unlikely students will be successful in high school. (Refer to Appendix G for Middle School Models.)

Elementary Level Instructional Strategies

At the elementary level, a variety of instructional strategies are currently used by teachers. Option education programs at this level would further enhance the means available to the District and parents to identify programs which best meet the academic, social and psychological needs of students. Continuation of improvement in academic achievement would be expected after meeting the needs of young students for whom the regular school program is not satisfactory. Thus, differences in development, learning style, personality and emotional make-up could be taken into consideration at an earlier time.

Alternative Teaching Approaches

It should be expected that these recommendations would affect the general classroom in two important ways. First, some education options will provide a student who may be making extraordinary behavioral and academic demands on the classroom teacher with a more realistic, satisfying educational program. Second, education options would provide for innovative instruction and implementation of the principles of effective teaching. These programs could be regarded as models for alternative approaches to instruction in other District programs.

E. Impact on Communications

Internal, External Communication

One of the most dynamic communication impacts occurs when individuals feel that they have an effective method for dealing with problems that should be shared with others. By creating a workable internal communications system for disseminating information on techniques that effectively meet the needs of students who are disenfranchised or potential dropouts, the District will be helping the staff deal with some of the issues that are a constant source of teacher frustration and "burnout." There will be a more positive working climate, and therefore better communication by the staff with the community at large.

Awareness Within the Community

The payoff from a higher level of staff morale and professional commitment would spread to homes, businesses and the community at large. Several large school districts reviewed by the Task Force indicated that individuals in their communities had developed a more positive feeling about the school district's attempts to meet the needs of all students. Evidence for this was seen when some families who had relocated outside the city started to return to the city in order to benefit from the options available within the local school district. The net positive impact on communications, then, was a belief that the system was being responsive to particular desires of the consumers of public education.

F. Impact on District Budget

Recapture of Basic School Support

1. Many school districts have found that parents who had moved to the suburbs in order to provide educational improvements for their children are willing to come back to the city when districts increase the options available to them through diversifying education choices.

Gaining by Not Losing

2. A more effective early leaver/underachievement prevention program could result in a lesser decline of revenues. For instance, if the District lost only half of the early leavers, revenues that would ordinarily have been lost due to the departure of those students would be retained.

Creative Use of Resources

3. Resources that normally would be allocated for the maintenance of the current system could be reallocated to serve students in a different way. Whereas maintaining students in the public school seems fiscally responsible, the impact from more creative uses of budget would result in preventing the premature exodus of students from the school system.

G. Budget Impact for 1984-85, by Recommendation

Recommendation 1. The District must provide immediate support necessary to stabilize existing optional education programs.

Present District Options

In the spring of 1983, a review committee noted the need for stabilized funding for three of the District's internal options: Cleveland Option, Woodmere Alternative and Madison Focus. The committee recommended maintaining the staffing at the present levels with FTE contributed equally by the school and central allocations. The following recommendations were approved:

Program	Maximum Enrollment	School Staff Contribution	District Staff Contribution	Total Staff
Cleveland Options	36	1.00	1.00	2.00
Madison Focus	72	2.25	2.25	4.50
Woodmere	72	3.15	3.15	6.30
TOTAL		6.40	6.40	12.80

Since the District already contributed 1.5 FTE to Cleveland, the recommendation meant the District contribution of 6.40 FTE required 4.90 additional funding for a total of $147,000. Therefore, the cost of implementing the proposal was $147,000.

The Task Force recommends returning the .5 FTE cut from Woodmere in the fall of 1983 and continuing the combined FTE contributions with the following addition: If a school should choose to discontinue an education option program, the central FTE contribution shall return to a central office of administration for education options, to be used in assisting other buildings in establishing options.

The cost to continue the central contribution would be approximately $160,500 for the 1984-85 school year.

Private Alternative Programs

For several years PPS has contracted with private alternative education programs to provide services to students who are not able to successfully participate in programs offered by the District, but are able to respond to the education models provided by the private programs. The Task Force recognizes the contribution made by programs outside the standard school setting and see them offering a component of an education continuum that is not currently available in the District. Therefore, continued funding support by the District is recommended. However, a formula for funding is needed to facilitate budget planning by the District and the private programs. The Task Force offers the following recommendation.

Each private program currently receives basic school support for each student that has been referred by PPS. The basic school support is a revenue separate from and in addition to funding provided by the District contract. Each contract indicates the number of students that will receive services under terms of the contract. We recommend that direct support to private programs, through the District contract and basic school support, not exceed 50% of PPS per pupil cost.

The reasoning for this recommendation resides in Board Policy 601.1, 1.D, which states: "Cooperation between the public schools and private schools must meet constitutional limitations, must not encourage a dual system of education at public expense nor cause the fragmentation of the public school system, nor interfere with the administration of the public schools, nor reduce the quality and effectiveness of public education." The Task Force recommendation supports a cooperative relationship with the private programs without conflicting with Board Policy. It is the opinion of the Task Force that any financial contribution that exceeds half of the per pupil cost would be in conflict with Board Policy.

According to current contracts the District funding for all four of the private programs* would exceed the recommended formula. The Task Force suggests holding the programs harmless until the formula is met so that programs will not experience reductions. Therefore, the cost to continue the current level of funding for the 1984-85 school year would be $111,899.

Recommendation 2. The District must develop school-based optional education programs for all age groups in each high school cluster.

The Task Force recommends that 5 FTE be funded and placed at the discretion of the Administrator of Education Options to be used as an incentive to buildings that are interested in beginning an education option and are willing to match the central FTE contribution with building or cluster FTE.

*Lents, Open Meadow, Albina Youth Opportunity Center and Portland Occupational Industrial Center.

The central FTE match would be expected to support start-up activities and assist in development of a program that would eventually be supported by the building or cluster being served. A timeline would be established for reviewing the phase out of central FTE support to a program.

The impact on building or cluster resources would depend on the kind of resource reallocation that was made. Other costs would be covered by the budget outlined for Recommendation 5. The cost of the new 5 FTE would be approximately $150,000.

Recommendation 3. The District must develop additional option education schools open to students District-wide with special attention to the North and Northeast sections of Portland.

Attention to the completion of this recommendation would come from the planning and FTE funding recommended for the administrative support office for education options. Once planning activities are completed, budget needs would be reflected in future budget projections.

Recommendation 4. The District must establish policy and administrative guidelines that support the need for and validity of education options programs.

No budget necessary.

Recommendation 5. The District must provide an appropriate improved administrative structure with responsibility to an authority to support, maintain, evaluate and extend education options programs.

The need for an Administrator of Education Options could be met through reassignment or through establishing a new position. Either way it would be expected that the role of the office would be support rather than line administration. Responsibilities might include: review of available funding sources and assisting building principals and/or Directors of Instruction in developing programs; become familiar with a wide range of education option models for systematic dissemination throughout the District; and integrate education options into other components of District programs, such as

curriculum, evaluation, special instruction, vocational education, etc. A recommended description of this position is located in Appendix D. A proposed cost for establishing an office for the Administrator of Education Options is shown on Chart I.

The potential 1984-85 budget impact resulting from the Task Force recommendations is shown below. It is important to note those portions that are currently represented in the budget.

CHART 1

Item	Currently Projected for 1984-85 Budget	New Funding	Total Requested for 1984-85
ADMINISTRATIVE SUPPORT			
Administrator		$ 50,000	$ 50,000
Secretary		20,000	20,000
Supplies		600	600
Mileage		400	400
Out-of-Town Travel		1,000	1,000
Planning (consultants and planning time for staff)		20,000	20,000
5 FTE (for match by buildings)		150,000	150,000
PROGRAM SUPPORT			
District Programs			
Continued support for programs (identified page 7)	$160,000*		160,000*
Private Programs			
Contracts for 84-85 Lents Open Meadow AYOS POIC	111,899*		111,899*
TOTAL	$271,899*	$242,000	$513,899

The following chart is offered to provide some indication of possible future impacts on District resources.

CHART 2

Potential future impact of recommendations for Education Options

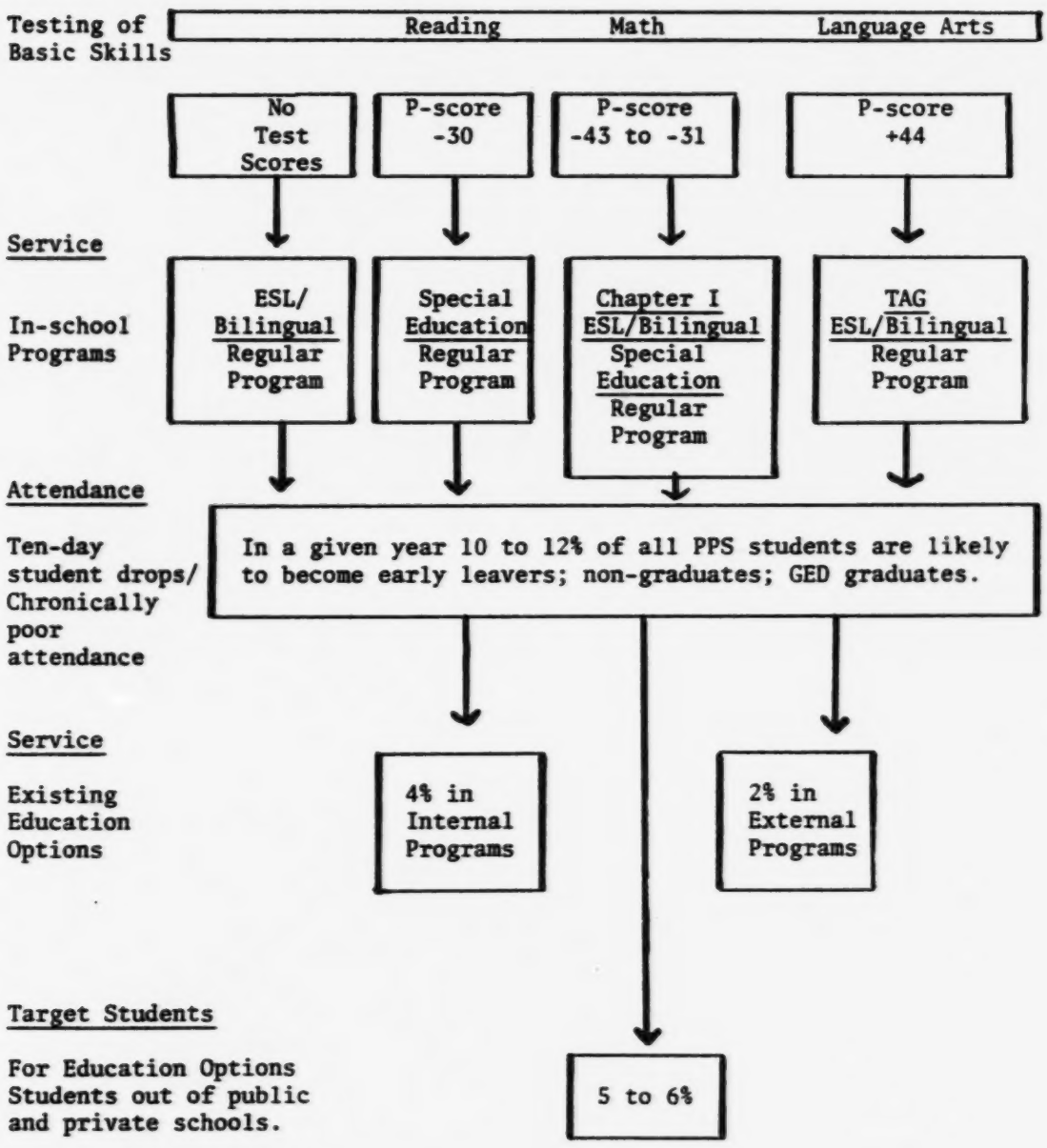
Fiscal	Personnel	Space
Expenditure		
. Continuation of expenses outlined in Chart 1	. Changes in recruitment and assignment practices	. New space needs
. Reallocation of existing resources	. Changes in teacher certification	
. Requests for new program costs	. Staff development	
Income		
. Increased Basic School Support		
. Attraction of new grant or foundation funds		

In summary, it is realistic to say that there will be both revenue increases and increased budget demands as a result of providing for education options. It would be difficult to estimate which way the balance will run except to say that, initially, the District would probably experience more in start-up costs than would be generated in increased revenue. At this point it is impossible to estimate the extent to which District fiscal resources can be reallocated, recaptured through basic school support funds, or new budget. However, the 3,000 students estimated to go unserved each year can be accounted for early in their education. The following diagram (Figure 2, p. 26) may be helpful in understanding how these students can be identified as existing at all grade levels in every school in Portland.

FIGURE 2

A Profile of Hypothetical Students: Achieving, Non-achieving or Not Attending

Students enrolled in Portland Schools for any given year



APPENDIX A

STUDY DESIGN

1. Overview

The study design followed the Decision Seminar model which has been effectively used by the Seattle Public Schools to develop recommendations for program development and/or improvement. A Decision Seminar is a study process involving intensive study and community research on specific topics to provide an information base for District program decisions.

2. Process

The process to complete study on education options was as follows:

2.1 Seminar Participants

Selection of seminar participants such that both a broad representation of community and staff interests and objectivity in addressing the topic were assured:

Greg Berleman, Columbia-Whitaker M.S. Counselor
Richard Cole, Curriculum Administrator
Flo Douglass, PTA Representative
Dan Duke, Lewis & Clark College
Bill Gray, Roosevelt High School Principal
Mike Harris, Special Education Coordinator
Ernest Hartzog, Assistant Superintendent
Tom Lydon, Gregory Heights M.S. Principal
Rachel Mohr, Student Representative, Wilson High School
Carolyn Moilanen, Evaluation Assistant
Carolyn Sheldon, Coordinator, Student Services
Carol Turner, Schools for the City Representative
Maralyn Turner, Assistant Superintendent
A.W. Williams, Jefferson H.S. Vice Principal

2.2 Seminar Planning

August
- Overview of project
- Catalog of literature available

Sept. 21
- Remarks from Superintendent, Dr. Prophet
- Overview of Alternative Education by Robert Barr, Dean of Education, Oregon State University

October . Finalize Mission Statement:

The mission of the Alternatives Task Force is to describe the nature and scope of alternative education in terms of meeting student and community needs and to apply that information to program recommendations that are compatible with Portland Public Schools goals, objectives and financial resources.

2.3 Presentations by National Educators

Oct. 24 Robert Wisher, Research Psychologist
Army Research Institute
Alexandria, Virginia

Jerry Hartsock, Director
Fairbanks Alternative Junior High
Fairbanks, Alaska

Oct. 25 Faye Bryant, Magnet Schools Assoc. Supt.
Houston Independent School District
Houston, Texas

William Parrett, School of Education Professor
University of Alaska
Fairbanks, Alaska

PANEL OF PRESENTERS facilitated by
Robert Barr, School of Education Dean,
Oregon State University
Corvallis, Oregon

Oct. 26 Gary Phillips, College of Education
Butler University
Indianapolis, Indiana

Harry W. Johnson, Evaluation-Testing Supervisor
Office of Superintendent of Public Instruction
Olympia, Washington

2.4 Presentations by Public Groups and Individuals

Oct. 28 Benson High School Auditorium

Nov. 3 Whitaker (Adams) Auditorium

2.5 Presentations by Local Educators

Oct.31 Carolyn Moilanen Review of Portland Public Schools Programs

Oct.31	Warren Rathbun or Staff	Expected Impact or Effect on Student Needs by Vocational/ Career Education Planning
	Colin Karr-Morse	Expected Impact or Effect on Student Needs by Technology Program Planning
	Julie Feinstein, Hillel Academy	Program Description
	Bruce Clere, Oregon Education Association	Teacher Concerns or Interests Regarding School Environments and Alternative Instructional Models
	Gail Whitney Saturday Academy, Oregon Graduate Center	Program Description
Nov. 1	Sue Parker	Meeting the Needs of the Talented and Gifted
	Jerry Conrath	Project SAIL and other Information Regarding Development of Alternatives in the Portland Area
	Les Adkins State Dept. of Education	Public and Private Ventures, State Policies and Plans for Technical Assistance
	Andrea Hunter NWREL	Community Based Education
Nov. 4	Joyce Harris Black Education Center	Program Description
	Counselors	Position Statement
	Student Management Specialists	Position Statement
	Special Youth Services Advisory	Position Statement
	Porter Sexton	Demographic Data
	Betsy Walker Bilquist School	Spanish as a Second Language

APPENDIX B

EXISTING DISTRICT EDUCATION OPTION PROGRAMS

Introduction

Portland Public Schools provides students the opportunity to pursue their schooling in regular or non-traditional alternative programs. Regular elementary, middle and high schools provide comprehensive curriculum and instructional programs which include an array of supplementary educational services to enhance and support the regular school offerings. At all grade levels, baseline supplementary programs are provided as a continuum of services selected to optimize the match between educational resources and student needs. Special Education, Chapter I, ESL/Bilingual, Talented and Gifted, ESAA, Child Development Specialist programs and a host of less-formal programs involving counseling, community agent activities, work-study, tutoring and volunteer teaching provide educational support systems which extend and enrich the learning experiences of regular school programs to meet the needs of all students. At the secondary level there are a number of vocational education opportunities such as Green Thumb, Home Repair, and a variety of other vocational specializations. In addition, the Benson Evening School provides a rich and varied curriculum to expand and supplement regular high school offerings. Also, four magnet programs provide for full-time or cooperative learning experiences in specialized high school programs within regular school settings.

Alternative programs take the place of the regular program for those students who are generally unsuccessful in the regular school setting. The alternatives primarily serve a high school population, and, in a given school year, altogether they typically provide programs for 1,000 students. There are eight alternative programs internal to the Portland school district, and four private programs external, which the District supports through modest grants of funds based on proposed numbers of District students enrolled (Figure 1).

Students Served by Internal Programs

With the exception of the Metropolitan Learning Center, participation in the seven alternative programs is usually a consequence of the student's inability to succeed both academically and socially in a regular school program. Services are designed to meet the needs of the student who is classified as a "potential dropout," or "early leaver." Alternative programs provide an equivalent educational program for these students who have a history of some kind of failure in the regular school. The student will respond to the regular school program through poor attendance, significant behavior or discipline problems, low achievement, and overall disaffection with school.

All eight internal alternative school programs help their students confront the dissatisfaction, disaffection or failure they experience in the regular school programs, help them renew their commitment to education in an alternative environment and prepare them for graduation and responsibilities, work, and citizenship.

Programs and Objectives

The chief goal of the alternatives is to provide varying kinds of positive and supportive environments for learning, so that potential dropouts will in fact be able to remain in an educational setting with a greater probability of success for high school graduation and preparation for acceptance of the responsibilities of adult life employment. Two of the option programs provide instruction on a part-time basis, and five programs on a full-time basis.

FIGURE 1

Portland Public Schools Internal Alternatives

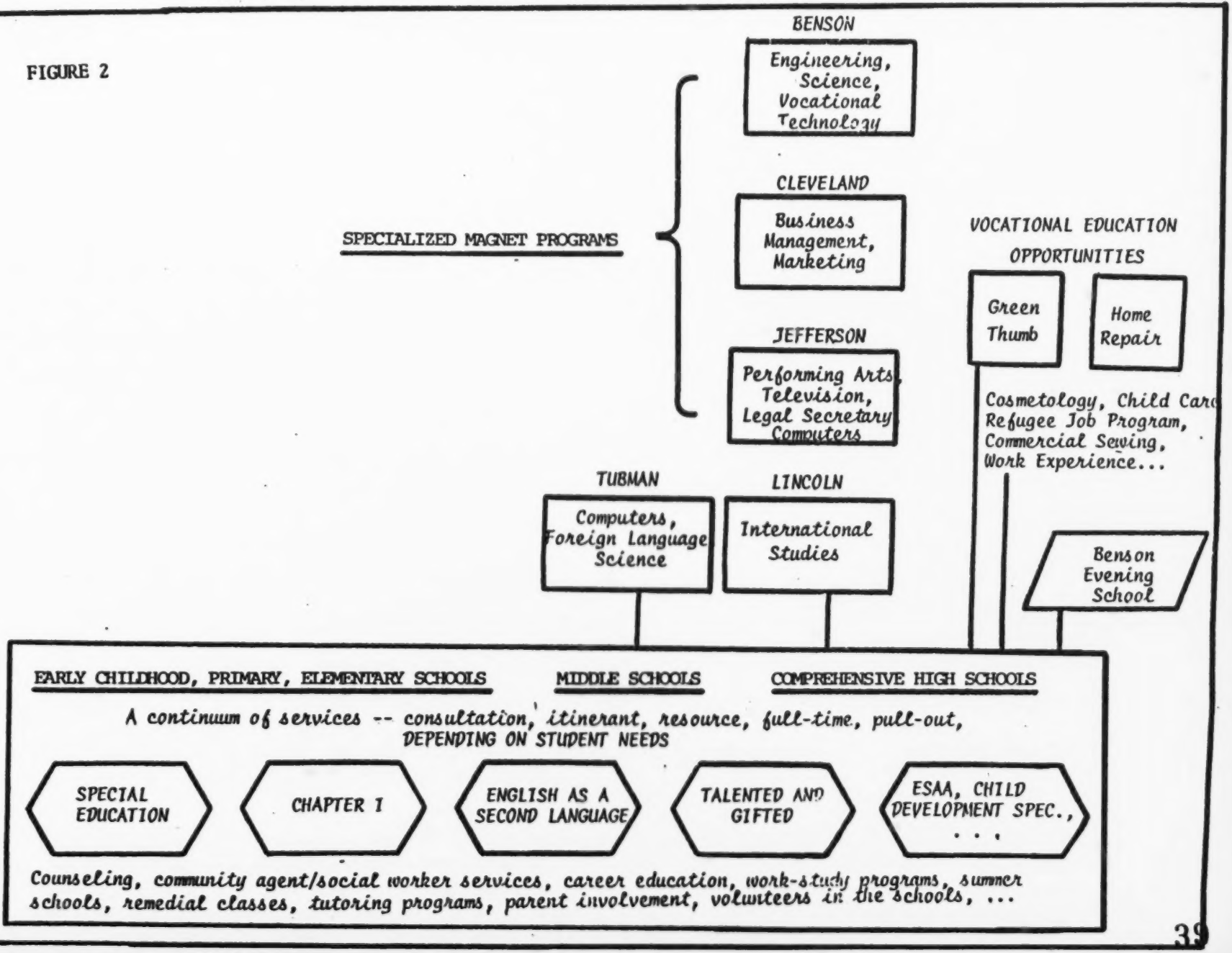
	School/Program	Number Served	Grades	Certificates	Enrollment
1967	Metropolitan Learning Center	360	K-12	Diploma	District-wide
1968	Vocational Village	260	9-12	Diploma, GED	District-wide
1970	CATCH II	51	6-12		District-wide
1970	Madison Focus	70	9-12	Diploma	Madison
1972	Cleveland Option	30	9-12	Diploma	Cleveland
1973	Woodmere Alternative	65	4-12	Diploma	Marshall Cluster
1975	Franklin Alternative	286	9-12		Franklin
1981	Night School at Grant	132	9-12	Diploma, GED	District-wide

External Alternatives

1966	Albina Youth Opportunity School (AYOS)	110	7-12		Jefferson, Grant Clusters
1974	Lents Education Center	70	7-12	GED	Southeast
1971	Open Meadow Learning Center	50	8-12	Diploma	North
1983	Portland Opportunities Industrialized Center (POIC)	42	9-12	GED	North, Northeast

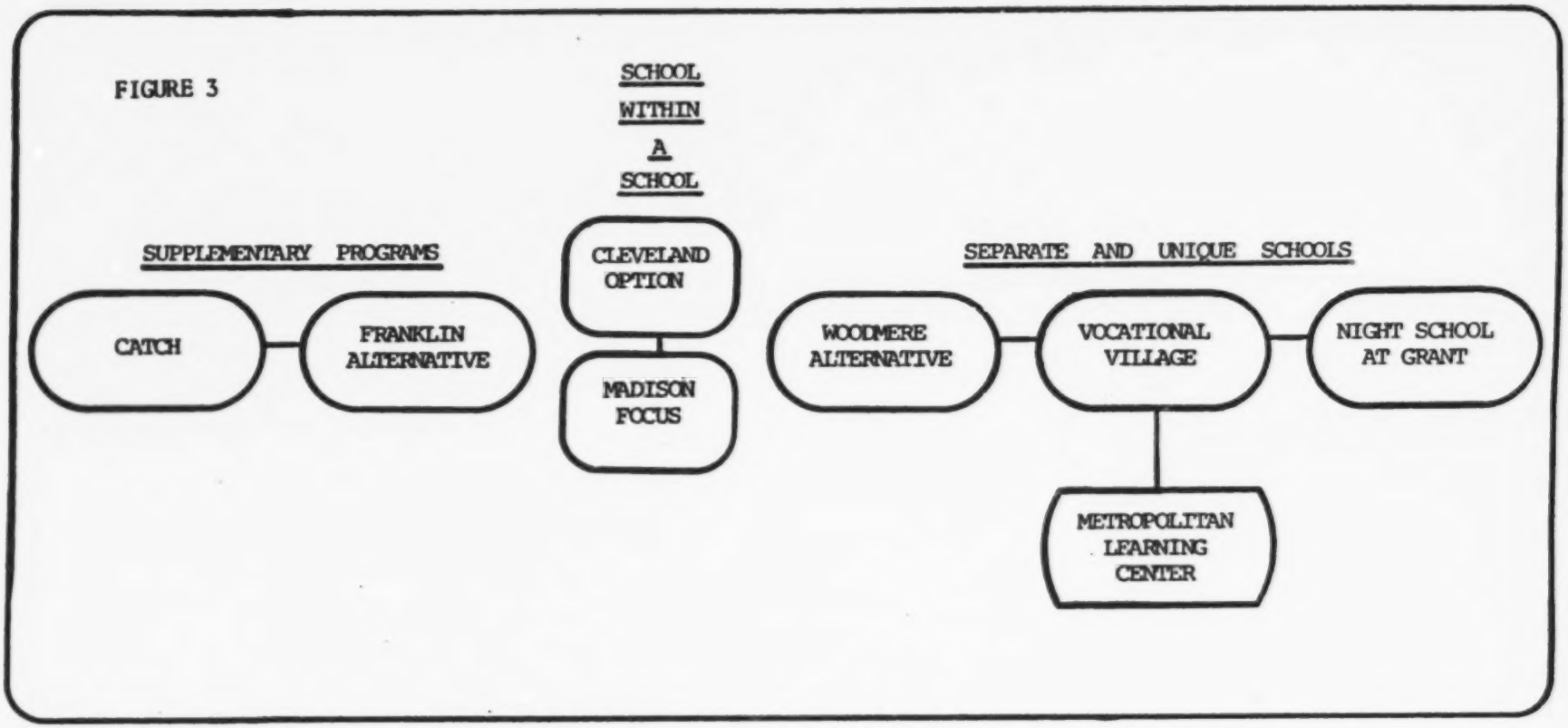
PORTLAND PUBLIC SCHOOLS: EDUCATIONAL OPPORTUNITIES IN REGULAR PROGRAMS

FIGURE 2


BENSON
Engineering, Science, Vocational Technology
CLEVELAND
Business Management, Marketing
SPECIALIZED MAGNET PROGRAMS
JEFFERSON
Performing Arts, Television, Legal Secretary Computers
VOCATIONAL EDUCATION OPPORTUNITIES
Green Thumb
Home Repair
Cosmetology, Child Care, Refugee Job Program, Commercial Sewing, Work Experience...
TUBMAN
Computers, Foreign Language Science
LINCOLN
International Studies
Benson Evening School
EARLY CHILDHOOD, PRIMARY, ELEMENTARY SCHOOLS
MIDDLE SCHOOLS
COMPREHENSIVE HIGH SCHOOLS
A continuum of services -- consultation, itinerant, resource, full-time, pull-out, DEPENDING ON STUDENT NEEDS
SPECIAL EDUCATION
CHAPTER 1
ENGLISH AS A SECOND LANGUAGE
TALENTED AND GIFTED
ESAA, CHILD DEVELOPMENT SPEC., . . .
Counseling, community agent/social worker services, career education, work-study programs, summer schools, remedial classes, tutoring programs, parent involvement, volunteers in the schools, ...

PORTLAND PUBLIC SCHOOLS INTERNAL ALTERNATIVES

FIGURE 3



EXTERNAL ALTERNATIVES

ALBINA YOUTH OPPORTUNITY SCH
LENTS EDUCATION CENTER
OPEN MEADOW LEARNING CENTER
POIC

The Franklin Alternative and Catch II programs provide part-time supplementary educational service -- approximately 300 high school students are served by Franklin Alternative, and approximately 50 middle and high school students participate in Catch II. Both of these programs operate as incentives to influence students to remain in the regular school. Catch II provides once-a-week, outdoor work experience away from the regular school. The Franklin Alternative provides personalized instructional assistance to students who are in danger of failing their high school subjects.

Students in Madison's FOCUS and Cleveland OPTION participate full-time in "in-house" programs which operate on schedules concurrent with the regular high school. FOCUS, Cleveland OPTION, and Franklin Alternative are all supportive of a return to regular school programs when students appear to have an improved chance for success. Each of these programs is sensitive to student ties to the larger school culture. Each attempts to reflect the positive aspects of formal schooling by providing potential dropouts a reasonable opportunity to succeed within the confines of their regular high schools.

Full-time comprehensive high school education in a separate physical setting, or a different timeframe from the regular school, is provided at Vocational Village, Woodmere Alternative or Night School at Grant. Woodmere also provides an alternative program for elementary and middle school students. Vocational Village and Night School at Grant also offer preparation programs for the Graduation Equivalency Program (GED).

Facilities and resources of the host high schools are generally available, and administrative and staff support for the internal alternatives is positive. Use of regular District support resources may be limited by scheduling, time constraints, or by a perceived need for more specialized kinds of service outside the school. Only three programs provide for vocational or work experience: Vocational Village, Madison FOCUS, and Catch II.

Instruction and Staff

Each alternative program allows for a smaller, more family-like institutional setting. Course goals, learning objectives, and student performance expectations are clearly stated. Consistent adherence to school rules and regulations is required.

Instruction may be flexible and less structured, but it still includes large- and small-group work, as well as a carefully individualized basic skills curriculum. Whatever methods are employed, consistent, continuous, personalized nurturance and support for student learning is integral to the educational delivery.

The staff in alternative programs are highly competent teachers and skilled curriculum developers. The personal interest and care shown for their students is extraordinary. They appear to be skillful counselors, and some have had training or experience in working with emotionally handicapped or

disabled learners. It is typical for the staff to be found doing multiple duties. The staff teaches, participates in program administration, maintains various kinds of communication with parents and community welfare and law enforcement agencies; and willingly works with students and small groups for counseling or tutorial assistance outside the regular school hours.

The nature of the staff commitment is exemplified by their general reluctance to allow the alternative situation to become a "dumping ground" for itinerant students. Staff expects that their signficant investment in time, personal attention and program quality will be matched by increasingly responsible student behavior related to academic and social growth. These expectations are reflected in the required screening process for program entry, conscientious monitoring of attendance, program participation, and academic growth.

Students

In interviews with students, many credited their alternative placement as being the chief reason they remain in school. All commented on the amount and kind of help they received from their teachers and seemed convinced that because of their interest and assistance, they would remain in school, continue their learning, and graduate. Students frequently cited the lack of social pressures, and opportunity to really come to know their teachers and fellow students in the smaller setting of the alternative program as several reasons for their feelings of social success.

During various observations of classes in progress, students were involved in traditional kinds of classroom learning activities. Their behavior and performance during coursework appeared appropriate and satisfactory.

The average daily attendance in the seven alternatives is 75%. MLC maintains a 92% attendance average.

Ninety students graduated from all programs in 1982. Twenty-five of these were from MLC. One hundred twenty-one are projected for graduation in 1983. These figures and projections do not include graduates who have participated in the supplemental alternatives of Catch II and the Franklin Alternative.

Metropolitan Learning Center

Metropolitan Learning Center (MLC) is significantly different from the other programs reviewed in this report. It is a K-12 option (including a specialized high school program) available to all district students, providing an open structure and an instructional design aimed at aligning the educational program with learning styles of students. Students are surveyed for areas of interest. Curriculum is developed based on a combination of academic requirements and student interests. Parents are encouraged to participate in the selection of their child's course of study. Considerable

staff effort goes toward development of enriching learning experiences outside the school in an urban community setting. While MLC does provide an alternative environment for learning, participation level is reflective of the intentional parental choice of their child's education.

MLC serves 360 students K-12, and has a waiting list of 20.

Program	Total Enrollment	Elem/Middle/High	Gen. Fund FTE	Enrollment FTE	82-83 Program Costs	Pupil Cost	Waiting List
M.L.C.	360	117 102 121 (20 preschool)	20.5	19	667,049	1775	20
V. Village	260	260	28.5	9	1,005,673	3868	
Grant	132	132	4.5	29	181,815	1337	
Woodmere	65	10 20 35	6.05	8	171,168	2633	20
Cleveland	30	30	1.5	20	46,701	1557	12
*Madison	70	70	4.5	16	117,099	1673	8
*Franklin	286	286	5.6		121,772		10
Catch II	51	49 2	2	26	76,860	1507	

APPENDIX C

SYNOPSES OF TASK FORCE TESTIMONIES

Title: Alternative Education in Fairbanks, Alaska

Presenter: Jerry Hartsock, Director
Fairbanks Alternative Junior High
Fairbanks, Alaska

Date: October 24, 1983

Summary of the Report

Jerry Hartsock was very candid regarding the role of public and private institutions in providing educational choices for today's youngsters. He stressed the importance of providing educational alternatives by citing the dropout rates of students in communities where he has worked. Those rates ranged from 20 to 40 percent. He underscored the concept that education of these youngsters meant dealing with life issues rather than only academic learning and basic skills instruction. Hartsock's premise that early identification and subsequent alternative schooling was essential. He supported this premise by discussing: "Why kids are different today."

- Kids don't see the use of drugs at early ages as adults might -- they like them! For a brief time drugs make them "feel good."
- Kids have access to exciting entertainment outside the school -- for some, school is just a place to meet their friends.
- The typical classroom setting is not a very exciting place to be.
- Sexuality is an open, widely-known thing in their lives -- VD incidence is high among adolescents; the typical school is usually afraid to deal with sexuality issues.
- Kids often live in one-parent families; they have few good role models -- too often there isn't anyone at home to set a consistent tone for a stable homelife.
- Community, rather than the schools, is the center of activity in their daily lives.
- There are no jobs for the underskilled or for dropouts; businesses and industries change too quickly for secondary school dropouts. Ex-students can't adapt to these changes. Their lifestyles are inflexible, yielding self-entrapments.

Hartsock outlined the following categories of recommendations in establishing educational alternatives.

Alternative Program Objectives

1. Objectives and goals must be specific so that students, parents, staff, administration and community understand the intentions of the program.

2. The program must establish and maintain school district support and advocacy; the program serves a legitimate school population.

3. The students must recognize the value of the program as something "they want to do," rather than, "they have to do."

4. Mainstreaming students to the regular program should not be the main goal of the alternative program.

Curriculum

1. The curriculum that will be successful is the one that is delivered in a positive school climate for both teachers and students.

2. There must be direct involvement of students in learning that is experience-based, rather than delivery by lecture.

3. All students must be able to interact with peers of other ages, adults in the school, and adults in the community. School staff must not be seen as their only teachers. Anyone in the community can be an educational resource.

4. Curriculum should be developed in part by what the students feel it should be.

5. Contracts should be negotiated between individuals, groups of students, and staff as a demonstration of sincerity and commitment to learning participation and understanding of two-party objectives.

6. Students' learning styles must be continuously cultivated by teachers and students.

7. Curriculum, as well as student learning, must be continuously evaluated through internal and external assessments.

8. Youngsters between the ages of 12 and 14 benefit less from a traditional academic curriculum than prior to or after this early adolescent period. A varied, experience-based curriculum should become a more significant part of their day in school. There are many ambiguities in life that must be dealt with by students, teachers, and significant adults in their lives.

Organization

1. Schools-within-school models appear to be only marginally effective. The site should be an alternative to the student's prior experiences. Placing an alternative education program in a traditional school will detract from its uniqueness and compromise its innovative practices.

2. Most alternative programs operate at less cost per student because staff members share the diverse curriculum load; the more effective methods and materials are in a no-cost, natural setting -- often out in the community.

3. A firm discipline system is of paramount importance. Structure provides a safe atmosphere for teaching and learning; structure takes pressure off the student. "Time out" or "quiet" rooms must be employed to reduce the threat of "getting out of hand." The individual student must be responsible for his or her behavior. Students must recognize that there are alternative behaviors to anger, fighting, resistance to change, and criticism of others.

4. Again, the organization must attend to the maintenance of a positive school climate.

5. A manageable size of school is an important consideration. Research presents an optimum figure of 60 to 80 students. A teacher/student ratio of 1:12 is feasible if other instructional and educational activities are provided by volunteers and interested people in the community.

6. Well-organized programs, positive climates, and a realistic curriculum can yield attendance above a 90 percent level.

Staff and Administration

1. In a positive environment of interpersonal relationships, youngsters can get "turned on" to adults.

2. The staff must provide a counselor role for students by becoming involved in their activities. This may be an efficient, natural way to provide the role models these youngsters need.

3. The staff should exhibit ownership of the school. Shared decision-making in the operation of the school is as important for staff as for students.

4. Selected staff must want to be a part of the alternative school and not regard it as an "assignment" by the district.

5. A link must be established between the traditional schools, district administration, and the alternative educational institution.

6. In a sense, the alternative educational program takes some pressure off the traditional schools' staff, administration and their programs. However, professional relationships for sharing, borrowing, and collegial interaction must be maintained.

7. The alternative educational program must have its advocate within the district administration. It should be regarded as "another approach," a legitimate option to responding to students' vocational, social, and psychological needs, even though academic standards may not hit the level they do in a traditional comprehensive high school.

Parent Involvement

1. Too frequently, for the very reasons some youngsters require educational alternatives, parents do not participate in school affairs. It is unrealistic to expect parents who feel unsuccessful about their own lives to not feel intimidated, even under the best, positive circumstances at the school.

2. The staff may have to go where the parents are in order to meet with them.

3. Parents may have skills, experiences, or vocational backgrounds that make them effective resources for the alternative program.

4. Students who have infrequent attendance or extended illnesses must be seen on their home ground. Parents usually welcome this sort of "reaching out" by the school staff.

5. Whenever possible, parents should be made to feel a part of the program. The staff and administration must develop a sense of cooperation and dependence on parents for sharing problems and seeking solutions.

Applicable Information for Task Force Study

Jerry Hartsock provided the Task Force with a wide range of considerations. Although some of these points will appear in a subsequent panel report, it is essential that his testimony be credited with these suggestions.

1. Potential candidates for alternative programs respond to atypical sources of stimuli that the traditional school ignores or dismisses as outside the normal range of interests of any given age of students.

2. Alternative programs should be created with full knowledge of what places, people, activities and solutions can motivate potential dropouts from day to day.

3. Staff selection, curriculum development, and school organization must be specific to the community, the students and the resources available to its creation, maintenance, and development.

4. District administration, community, and parents of potential alternative students must come to grips with the role status and level of legitimacy of alternative education in their district.

Further Recommendations Suggested by this Report

1. An early detection criteria should be developed to seek a profile of students' educational, social, and psychological characteristics. From this profile alternative approaches to the students' counseling needs, learning style inventory, and educational achievement projections might be recorded and put into a preventive plan of action.

2. The impact on school district resources must be articulated in terms of nonacademic needs of students for potential dropouts.

3. An imaginative procedure for staff selection must be considered. Personnel must be committed to the type of program that, hopefully, will spontaneously develop at a "grass roots" level of instigation.

4. Central administrative support for coordination, advocacy, funding, and longitudinal development must be assured.

5. Parent and community advisory committees must be developed for all alternative programs.

Synopsis of Testimony

Title: Special Educational Application of Technological Systems

Presenter: Robert Wisher, Research Psychologist
Army Research Institute
Alexandria, Virginia

Date: October 24, 1983

Summary of the Report

The U. S. Army shares similar concerns for the educability of young recruits that the public schools have for secondary students lacking in reading, writing, computing, and problem-solving skills. The use of technological training materials has been impressive in solving such problems as: differing learning rates of students, the amount of skill deficiency, and the need for "hands-on" learning experiences. Wisher pointed out that the use of CAI, Special Data Management Systems, and video disks have facilitated their accommodations to individual learning capabilities of trainees. Some trainees need immediate feedback more than others. A match of audio, visual, or kinesthetic learning modes is more frequently made through the use of technology.

The instructional programs employed by the military demand direct responses from the trainee, options of responses, and elaboration from the trainee to determine the depth of the soldier's understanding. Technological systems not only provide a match-up of learning styles of the trainee, but allow for systematic tracking of progress.

Wisher reported that the success ratio of trainees under the systems was superior to previous training regimes. Much of the success can be accredited to the level of individualization, team learning, and match of dramatization in demonstrations with the same information in print.

Application of Information for Task Force Study

1. Other programs in the district have made use of CAI and other forms of technology. The experiences of other users should be evaluated and recommendations forwarded to existing alternative programs.

2. Wisher emphasized that the systems avoided yes/no or multiple choice responses in favor of direct responses. The "learner" had to either tell about or demonstrate what had been understood. This might well be the kind of "quality control" that we should emphasize regarding the selection of technological teaching devices. There has been considerable haste in the district to surge into the "computer age." The modest budget of our alternative programs can't tolerate selection of poor programs.

3. The use of educational systems might be a viable option for students who learn best working alone, at their own pace, and dealing with an impersonal, safe teaching device.

Further Recommendations Suggested by this Report

The district should inventory the district-wide use of CAI and other types of technology: What do we have? Is it being used? How effective is it? What types of students benefit most from it? Can it be loaned out to other schools or programs?

Synopsis of Testimony

Title: Magnet Schools - Houston Independent School District

Presenter: Faye Bryant, Magnet Schools Associate Superintendent
Houston, Texas

Date: October 25, 1983

Summary of the Report

The magnet schools concept was initiated in 1975 in response to the Houston School District's thrust for providing a high-level quality educational program coincidental with meeting the need for more integrated school attendance in some areas of the District. In complying with a court order to reduce racial majorities in certain neighborhood schools, a reorganization plan was proposed to have no schools with enrollment less than a 10 percent minority group attendance. Basically, the plan called for students in certain grades to attend one of 22 paired schools while students in other grades would attend the other paired schools. Although there are many more students involved in the magnet school programs, as early as 1976 over 25,000 students were on the campuses of paired schools with magnet programs.

Each magnet school was developed in terms of the "center of excellence" concept. It was planned to combine a strong basic academic program and a specialty enrichment program. Extra funds for equipment and materials were made available in order to create a very special opportunity for those students who wished to avail themselves of the additional options.

Magnet program students are currently selected from Houston's three ethnic groups so as to promote the integration goal of the court order. The district-wide enrollment shows an ethnic distribution of 42.6 percent Black, 20.3 percent Brown and 37.1 percent White. These proportions serve as a guideline even today for magnet school enrollment.

Magnet Program Categories

Add-on Programs

In some magnet schools, programs are added to the regular school curriculum. In these instances, the student body affected includes the total enrollment. Each school has a slightly different format, but in all instances, each has a magnet program as well as a regular District program.

School Within a School Program

Some magnet schools fall in the School Within a School category. A specific group of students meet apart from the rest of the student body, although they join the others for non-academic and academic studies not related to the magnet school's area of specialization.

Separate and Unique Schools

These are schools where the program is changed to completely meet particular needs of students. The Fundamental Schools are an example of this category. Their programs emphasize basic skills and the preparation of functionally literate students for graduation.

Cluster Center Programs

Five Cluster Center Programs have been designed to serve the District. Each specializes in a given area of educational experiences. Such Center programs stress specializations that appeal to individual avocational or vocational interests such as Ecology and Outdoor Education, Fine Arts and Music, or Law Enforcement and Criminal Justice.

Enrollment Guidelines

Each magnet program includes both the strong basic academic program and a specialty enrichment program. The emphasis is on small classes with a pupil/teacher ratio of between 20 and 25:1. Magnet programs span all instructional levels K-12. Free bus transportation is available due to open enrollment regardless of home district within the Houston Independent School District. Students must meet the requirements of a specific program, which for secondary programs is generally based on a minimum "C" average, good attendance, satisfactory conduct records and certification in eighth-grade reading and math. A properly completed application form must be submitted in addition to the aforementioned certified academic standards.

Evaluation of Programs

The Houston District has met its goal's racial balance in many of the schools that had poor ethnic composition. Students attending magnet programs show a significant difference in basic skills and academic achievement compared with non-magnet students. Parent involvement as parents and participants in school-related coursework, citizen committees and parent-teacher activities has increased. Attendance by magnet students is relatively superior to other students and improved individually in comparison with prior to magnet program enrollment.

Applicable Information for Task Force Study

1. The four types of magnet programs would be adaptable to any proposal by a school staff, department, community or parents.

2. The level of financial support for local magnet programs will be modest compared with Houston, but the theme of such options could be replicated in Portland.

3. The secondary purpose of the Houston magnet programs was to facilitate the desegregation of its ethnic concentrations. A similar strategy could be applied in distributing the numbers of elementary, middle school and secondary school students who are identified as education options candidates into various themes or interest areas around the District.

4. It seems important that both vocational centers and basic skill needs could become themes for magnet-option programs.

5. Other programs such as vocational education, Green Thumb, special education or existing magnet programs could be considered in working out intradistrict movement of students. A manageable, cost-effective transportation system is the key to offering a choice of several educational options. The Houston report indicated their successes in matching students with programs, and that of sustaining programs, was dependent on an effective transportation system.

6. Magnet programs, as we know them at this time in the Portland schools, may not service the basic skill needs or academic interests of options students. A magnet education program for the typical options student must be developed with these students in mind. The theme, or major thrust, of the magnet program must be appealing, attractive, but challenging with a certain novelty beyond the basic courses necessary for students to achieve graduation. The nature of magnet programs should not be overlooked as another education option concept.

Synopsis of Testimony

Title: Recent Trends in Alternative Education

Presenter: Gary Phillips
College of Education
Butler University
Indianapolis, Indiana

Date: October 26, 1983

Gary Phillips provided the Decision Seminar Task Force with several subtopics under the general topic: "Increasing Effectiveness and Excellence in Education in the 1980's." One of these topics could be circumscribed as addressing the issue of "change." Phillips pointed out that in serving a unique group of students, that "change" will not take place if those in control continue to do things the same way. It is essential for schools planning changes to look to on-going programs that are doing things differently and having success.

Individual schools must change more than the district as a whole. Each school can identify what must undergo evaluation and eventual revision. Phillips highlighted the concept: embrace the inevitable and exploit it. Staff and administration must recognize "What will be? i.e., students will leave school earlier than they should. Staff must exploit that reality!" Phillips used this concept to outline the following points.

- Individual staffs and principals must reorganize themselves to be more effective with all students.
- What is to be accomplished?
- How do we use resources more effectively?
- What are the new roles for parents as well as staff?

In order to get the staff, students, parents, district, and community to accept the changes in a local school, promises must be made that all can accept and see hope of betterment for students. These promises might include: life for the staff will be enriched, all staff will participate in decisions, changes will contribute to each person's professional and personal life. All persons must be shown how the risks of change in usual educational fare will lead to excellence rather than continued mediocrity.

Staff can be brought along (in the process of change) if they recognize that teaching will be more effective. Staff participation must include, at some point, a search for what they would like to see changed. Engage staff in stating:

- How would I like things to be?
- Wouldn't it be great if . . . ?
- Wouldn't it be nice for teachers if . . . ?

Processes and routes for making changes must be prescriptions that fit the local situation, drawn up by local staff -- a choice of strategies that seem worthwhile.

Phillips stated that intervention is necessary by advocates for school change with staff who do not recognize there is a problem. Too often some individuals are complacent and accepting of "things as they are." "How do you change a school climate that is beset with little regard for positive teaching behaviors that are not valued and rewarded in a school system?"

The Task Force asked, "How should a staff be approached that hasn't widely accepted a change to alternative programs?" Phillips suggested that the grass roots approach is best, "bottom-up" rather than "top-down." Within the school a core group that can set a pyramid mechanism for spreading the details on a person-to-person basis works best. There is a need for "mellowing time" for such changes.

In closing the subtopic, "Changing Within the Individual School," Phillips pointed out that having a staff list: "negative things we do in our school" against "positive things we do in our school," sets in motion a concensus for the positive. The emphasis on the positive aspects of a program frequently lead to further expansions on the theme of "positive climates" for developing excellent programs.

Other subtopics addressed by Gary Phillips elaborated on the theme of local school control of programs. Each school that develops a plan for providing educational choices must do the changing -- ahead of and to a greater extent than the district as a whole. However, centralized authority must have its level of consciousness raised. Central administration must be made aware of the school's problems. Staff, students, parents, and community must participate in local school changes. The base of support for alternative programs must be as broad as possible.

Phillips expanded the support base issue by outlining the important aspects of involving staff, students, and parents in the decision-making process in the local school. Public high schools need to adopt more of the organizational and communication characteristics of the typical alternative education program. Some of his suggestions included:

- Decentralize their decision-making procedures.
- Vary the mechanisms for delivering programs.
- Involve persons other than educators to change school programs.
- Mobilize new people and agencies outside education in planning changes in programs.

- Increase the active role of parents.
- Organize alternative schools within a school.
- Improve the decision-making skills of participants: harmonious negotiation skills, quality circle, and Theory Z models, etc.

The issue of staff involvement in making decisions regarding program development hinges on how well informed the staff is regarding the decisions they must make. Some teachers may need a good deal of inservice, staff development that includes learning about and observing other programs. Potential participants must know why some alternative programs are not successful. An important factor in the shared decision-making process involves knowing how other team members view the same phenomena.

Phillips suggested one model that featured five-person teams of students, teachers, and parents. Using an identified goal, the team pursues: descriptions of the problems, plausible alternatives, solutions, and differences of viewpoint. By involving three types of participants, there is a natural correction procedure built into the suggested decision provided the larger group by the team.

One of the strongest arguments Phillips offered for adoption of the alternative schools modus operandi for high schools (and other regular schools, I'm sure) is the heightened quality of interaction between adults and students. He pointed out that his research showed direct contact with adults in primary schools was about 30 minutes a day; 4-1/2 minutes of direct conversation for most teenage students. The aforementioned setting for a highly-personalized environment is, or should be, the hallmark of the typical alternative education program.

Phillips stated that problems can and must be solved by its participants. Students will want to stay in a school that promises to make changes in a program that they felt failed them in the past. Involvement of individual students who are most affected by the curriculum and administration will make contributions that would otherwise go unrecognized. Phillips stated that the dilemma of the public schools is one of too much emphasis on building programs based on a deficiency model. Too little emphasis is placed on affective needs and outcomes of schooling for students.

Certainly, Phillips made his point clear when he said that students' participation in program development, organization, and evaluation will increase the observable ratio of c:c, i.e., criticisms:compliments. Students and staff having a mutual agreement as to what is to be learned and how it will be learned cannot help but have an elevated regard for one another in their respective roles as teachers and learners.

Synopsis of Testimony

Title: The Philadelphia Academy

Presenter: Gary Tuck
Career Education
Portland Public Schools

Date: October 31, 1983

The Philadelphia Academy model has been operating as a "school within a school" program for nearly twelve years. Most centers with the public schools address both academic subjects as well as a vocational education program. Students have few choices of elective subjects offered in the curriculum. The Philadelphia Academy program is a "magnet" program in the sense that the low 20 percent achievement students are recruited for the program within the secondary school within their attendance area.

Most students are organized into small groups and remain together for two to three years. There is only a 2 percent dropout rate for these youngsters, despite the fact that they survive their basic subjects with no more than a fifth- to sixth-grade reading ability.

Each academy is organized as a non-profit corporation. The Board of Directors is composed of active business and industrial leaders in the Philadelphia area. The activities of the several academies range from automotive repair to several allied fields of electronics work. For example, the automotive academy buys old cars, fixes them and resells them to support the academy and provide on-the-job skills for the student teams.

All academies have a work experience program. This program provides summer jobs for students. A corporation places a loaner official to coordinate an academy program, establishes job placement for graduates and generally provides liaison between the Academy and industries and businesses.

Applicable Information for Task Force Study

1. Although there are several programs in Portland at this time similar to this concept, there are a number of practical advantages in the Philadelphia Academy regarding organization and liaison with business and industry that is worthy of replication.

2. An educational option program of the Academy-type is realistic as a "school within a school" organization. It would be important to not let this be a "dumping ground" for low-achieving students. The Philadelphia Academy's stress on coordinating pursuit of a normal graduation curriculum is paramount.

3. Although there are several precedents in Portland for a school-business connection, this concept would have to have local industries who could commit monetary, managerial and work experience liaisons at a level probably never reached before.

Synopsis of Testimony

Title: Woodmere Alternative School

Presenter: Ethel "Eddy" Shuldman
Head Teacher
Woodmere Alternative School
Portland Public Schools

Date: November 3, 1983

There is a need for alternative education programs in a public school system. There are a wide variety of conditions and situations that support this need. Most traditional schools provide a narrow range of teaching styles, whereas some students have more varied learning styles. The abilities of these students are not commensurate with the expectations of schools, which are too high and unrealistic for the background of these students. Although many students are ignored, they do not remain "out of sight." The typical response by teachers and administration to the underachieving, nonconforming student is that "school is fine, it's just that you have such a poor attitude!" So more frustration mounts for the student and the "school" shakes its head, concluding that this student

- is antisocial;
- is a low achiever;
- has a poor self-image;
- doesn't want to learn;
- needs another program, such as special education.

Whereas all of the above may be superficially true, the typical candidate for an alternative educational program will behave much differently when taken out of the larger, impersonal school setting. Despite the misconception that alternative school programs "warehouse" students, these students do achieve academically and attend school as frequently as their peers in the traditional setting.

There is a dire need to support, maintain and expand the alternative school options for students in the Portland Schools. The teachers and Shuldman at Woodmere made the following recommendations for the consideration of the Task Force.

1. Create at least one alternative school in each high school cluster area. Allow staff to design each individual program according to the needs of students within that geographic community. Such programs should be evolutionary by nature.
2. If a current program is working . . . don't mess with it.
3. Don't try to turn alternative schools into mini traditional schools.

4. Provide sufficient space for the program, e.g., three rooms for 60 kids; share elementary buildings.

5. Provide sufficient FTE to staff such programs.

6. Provide head teacher linkage with supervising principal.

7. Keep the programs small.

8. Make programs available to elementary students as needed.

9. Educate teachers and administrators that alternative education is not a school for losers or retards.

10. Create administrative support. We don't need to hire new administrators. Administrative suport would:

    . coordinate and advocate for alternative program

    . develop budgetary support

    . organize networking and staff development

    . work with personnel to recruit appropriate teachers

    . provide linkage with universities for student/teacher training

    . create an attitude of legitimacy in the public eye

11. Develop specific District policies to apply to alternative schools such as attendance policies, provisions for graduation, suspension/expulsion, transfer students back who choose to return, etc. Currently policy only covers getting into alternative schools, not out.

12. Recognize that alternative schools are not competing with regular schools for anything but legitimacy. We teach to the same broad goals, competencies, and objectives . . . we just want to use a different car to get there.

13. Convince the School Board that we are not a source of economic waste, we are not consuming vast amouts of money, and we offer a great return on the District's small investment.

14. Seek out discretionary funds to supplement basic school support if funding is difficult.

15. Network with the counseling and special education departments to catch kids before they fall between the cracks or get swept under the rug.

16. Work with Juvenile Youth Commission, Juvenile Court, and other community support agencies to develop programs.

17. <u>Involve</u> alternative educators in policy and program development.

Synopsis of Testimony

Report: Trying to Make It Real Compared to What?
Implications of High School Dropout Statistics

Presenter: Porter W. Sexton
Data Processing Department, PPS

Date: November 4, 1983

Summary of Report

Through an analysis of high school dropout statistics obtained from computerized student registration records, statistical information relevant to dropout rates was provided for the ten comprehensive high school attendance areas in Portland. Registration records for the 15,000 youngsters between the ages of 14 and 17 were studied in relation to the high school of their residence and the high school they actually attended. Data was relative to the school years between Fall 1977 and Spring 1983. A census study of these attendance areas reveals that during the 1982-83 school year there were 21,000 children in the age range (14-17). Private and parochial schools served 3,000 of these students, leaving another 3,000 persons that were described as dropouts from any known system of education. This report did not presume that the statistical information implied how these students might be brought back into public education institutions. The report did provide an analysis that revealed that the high schools themselves, and the assignment of students to specific schools, may be more important than previously thought in predicting and determining dropout rates. This generalization was interpreted further to say that programs in high schools, and open high school transfer provisions, may be cost-effective means of providing for the needs of potential dropout students.

This study highlighted the fact that 3,272 students attended high schools outside their area of residence. It was important to look for dropout rates by area of residence and high school. Dropout rates were calculated as a percentage in attendance of all students who registered during the school year. Computer records indicated theree categories of exploration of student withdrawals.

Students withdrew from school:

- after passing compulsory attendance age
- after being issued work permits
- because of other reasons

Further study of dropout statistics by residential area and school of attendance provided a basis for the following conclusions.

1. Early leavers are not evenly or proportionately distributed by school or by area in which a student resided.

2. Over the course of the 1981-82 and 1982-83 school years, the correlation between dropout rates and school was consistently higher than the dropout rate by area of residence. One interpretation says that dropout incident should not be traced to the neighborhood or geographical area in which the dropout students lived. Instead, the dropout rate of the school is strongly accountable to itself.

3. Further interpretation showed that the dropout rate for students attending their residential high school was 7.13 percent, whereas students going outside their residential area was 6.36 percent. An interesting aside shows that when the miniscule dropout rate for Benson was added in, the dropout rate for transferred students dropped from 6.36 to 4.54 percent.

4. Although ethnicity of students is not a main thrust of the Task Force, the data from this study showed that the dropout rate of Black students was not disproportionate to the schools' overall dropout rate. In fact, the dropout rate of Black students was held in relation to the overall dropout rate of the school. One conclusion drawn by the reporter stated that desegregation of a school by an ethnic group, such as Black students, did not lend a decrease or increase of dropout incidence of Black students from their receiving schools.

Applicable Information for Task Force Study

Statements one and two are lifted from the Porter Sexton report; the other statements are observations of the Task Force.

1. The school of attendance is more important than the area of student's residence in determining variations in dropout rates.

2. Students transferring outside their residential high school area have much lower dropout rates than students attending their local high schools.

3. The rate of dropouts for specific high schools should serve as an indicator of need in planning the use of resources to counter early leaving and probably lower achievement by students in a cluster.

4. The recommendations stated earlier by the Task Force should be applied by the district administrator with responsibility for alternative programs.

Further Recommendations Suggested by this Report

1. The Task Force should consider setting up a priorities system to respond to the implications of the demographic data in this report.

2. Further study of program improvements through grades 3-12 should be based on prevention, maintenance and "recapturing" students who have dropped out in a high school cluster.

3. There are several refinements in the collection and recording of data on students transferring and leaving school early. The significance of the attendance and achievement problems target students have is difficult to substantiate under current data-gathering procedures.

APPENDIX D

POSITION STATEMENT

ADMINISTRATOR FOR EDUCATION OPTION PROGRAMS

Position Summary

Coordinate present education options and oversee development of new programs designed to prevent early exodus of students, high absentee rates or underachievement in academic coursework in basic skills. The programs will include counseling models, individual instruction models, specialized homerooms, schools within schools and separate schools. The administrator would provide centralized recognition, support and advocacy for education option programs that reflect sensitivity to local neighborhood, staff and student needs and goals, and expectations of the District.

Major Duties and Responsibilities

1. To establish a working definition of education option programs.
2. To establish guidelines for developing, maintaining and evaluating education option programs.
3. To provide assistance in learning about and implementing effective preventive measures for increasing educational achievement and decreasing student absenteeism and other symptoms of early exodus from formal education.
4. To assist school groups interested in developing options for individuals and groups.
5. To develop a communication system among District programs, schools, clusters, homes and communities, and education option programs.
6. To develop staff inservice activities for District personnel in the area of education option programs.
7. To study and develop recommendations for ways in which existing resources can be targeted to meet the goals of education option programs.
8. To establish an advisory committee composed of community members, students, District personnel and education option personnel to discuss ongoing development of education option programs.
9. To supervise F.T.E. allocation and program development resources in the area of education option programs.
10. To establish a District-wide referral procedure for education option programs.
11. To serve as a liaison to central departments regarding education options.

Qualifications

1. Valid Oregon Administrative Certificate.
2. Knowledge of alternative education concepts and programs to meet special student needs.
3. Experience in the process of program design and implementation.
4. Ability to work with various levels of District staff, teachers, students and community groups.
5. Clear understanding of the goals and objectives of the District.
6. Demonstrated knowledge of kindergarten through 12th-grade curriculum and instructional strategies.
7. Demonstrated knowledge of child development and individual learning styles.

APPENDIX E

GOALS FOR EFFECTIVE IMPLEMENTATION OF EDUCATION OPTIONS

1. Management Effectiveness

   - Provide administrative structures, support systems and procedures that insure effective coordination between education option programs and other District programs
   - Provide an adequate cadre of trained teachers and principals who will successfully implement education option programs
   - Provide professionally satisfactory conditions for teachers and principals responsible for education option programs
   - Promote extension of effective educational practices among all Portland Public Schools programs

2. Educational Effectiveness

   - Provide a system of education options in which all students can be successful
   - Create a variety of education options beyond general education, Special Education, Chapter I and TAG that provides a more supportive setting for students whose needs are not presently being met
   - Provide equitable distribution of these options both geographically and across age groups
   - Provide a coordinated system of identification, outreach and referral for students both in school and having left school who need education option programs

3. Communication Effectiveness

   - Develop District-wide and community-wide understanding of education option programs in Portland Public Schools
   - Develop and maintain a viable relationship among community, business, parents and education option programs

4. Fiscal Effectiveness

   - Provide adequate and stable funding for education option programs
   - Regain State funding lost through students leaving school prematurely

APPENDIX F

Excerpt from Urban Education Studies 1977-1980. Cross-District Analysis Report, by Francis Chase, Director, The Council of the Great City Schools (p. 11-12).

Developments Which Hold Promise for Renewal

System-wide renewal ideally consists of well-directed and coordinated efforts to assure conditions favorable to realization of the full, constructive capabilities of every member of the population served. Among the essential elements of system-wide renewal are the following:

1. Adaptation of curriculum and instruction to each individual's stage of development, cultural values and past experiences and continuing experiences designed for optimum realization of capabilities.

2. Membership in a school or other social unit which promotes learning through supportive social interaction, provides adequate learning materials and facilities, and sets high expectations for learning behaviors and achievement.

3. Provision for coordination of in-school and out-of-school experiences through treating parents as partners in learning and the school and the community as complementary settings for learning.

4. Alternative programs and/or schools to enable students and their parents to choose the educational opportunities they believe best suited to their needs and aspirations.

5. System-wide provision for continuing education of teachers, principals, and other staff members so that they become more perceptive of educational needs and more ingenious in finding ways of meeting the needs.

6. Close collaboration with a wide variety of community agencies and services so that the resources and opportunities offered by the society--business and industry, cultural and social institutions, and persons from a wide variety of cultural and social occupations--are brought to bear on the continuing enhancement of education for all.

7. Systematic processes of planning, management, and evaluation which stimulate and monitor improvement (or reveal shortcomings) in the functioning of schools, service departments, and other units.

There are many other ways in which the elements or components of system-wide renewal might be expressed, and the foregoing list is by no means complete. The studies in sixteen school systems reveal attention to all of these elements, but in none of the cities have the elements as yet been put together to maximum effect.

APPENDIX G

A Model for a Middle School Options Program Derived from Testimony to the Task Force

I. Establish objectives for an education options program at the middle school level.

   A. Prevention of underachievement.

   B. Prevention of early leaving.

   C. Development of high self-concept.

   D. Development of functional skills for further education and vocation.

   E. Development of alternative behavior.

   F. Other objectives specific to the particular middle school.

II. Develop guidelines for identifying students for an education options program at the middle school level.

   A. Characteristics of underachievement in academic subjects and basic skills.

   B. Attendance patterns.

   C. Recognition of attitude and behavioral characteristics that preclude success in school.

   D. List other characteristics specific to particular students.

   E. Procedures for identifying and screening students.

III. Plan an appropriate organization for a particular middle school.

   A. School within a school.

      1. Establish risk categories.

         a. High-risk placement in an interim classroom of basic skills and survival counseling.

         b. Middle-risk placement in combination mainstream, basic skills practice and survival counseling.

         c. Low-risk placement in high frequency mainstream and survival counseling.

   B. Program extension outside largely mainstreamed in-school involvement with counselors and teacher coordinators.

C. Separate school in a satellite setting off campus from an identified middle school.

D. Stress on virtues and advantages of smallness of the organization.

E. Promote group identity and feeling of home-base within the larger setting.

IV. Outline a combination curriculum.

A. Standard middle school academic subjects.

B. Basic reading, writing, mathematics, speaking and study skills.

C. Career and vocational exploration counseling and application opportunities.

D. Develop specific industrial and business work experiences for on-campus and off-campus involvement.

E. Create awareness of technology within and beyond the current educational setting.

V. Outline requirements for recruiting and assigning teaching staff.

A. Demonstrated skill and knowledge of the subject to be taught.

B. Demonstrated human relations and interpersonal skills in dealing with middle school or secondary schools.

C. Demonstrated classroom management skills, organization and planning of instruction.

D. Awareness of purpose of parent and community relations.

E. Inservice and workshops for staff to acquire and/or develop the above requirements.

VI. Counseling roles are of major importance to facilitate the kinds of changes option program students need to make for themselves.

A. Provide for student goal setting.

B. Assist students in seeking alternative behaviors in dealing with teachers, parents and peers.

C. Assist students with academic program planning, skill development and vocational exploration.

D. Coordinate work experiences within and outside the school campus.

E. Plan IEP with staff for all students needing individual instruction.

F. Plan other counseling roles specific to the middle school.

VII. Practical application of basic skills and work experiences.

A. Practice skills for job placement.

B. Participate in vocational field experiences.

C. Plan related field trips.

D. Promote ways to involve students, staff and parents in outdoor activities.

VIII. Parent and community involvement.

A. Provide for classes for parents and students to deal with such topics as general abuse, drug, smoking and alcohol use, interpersonal relations, and planning the future.

B. Provide for multiple-family interaction to explore general problem areas, promote allegiances to the program, and air concerns about school and vocational programs.

C. Involve the students with community leaders to plan service projects in the community.

D. Involve business and industry in supporting vocational and educational projects with money, time, and participation in work experience programs.

IX. Develop realistic guidelines for evaluating student and program achievement.

A. Standard measures, self-report, subjective reports by parents, staff and administration of the school.

B. Respond to coordinative efforts of central administrator to evaluate, plan and revise a local program.

C. Involve students and staff in evaluating strengths, weaknesses, revisions and overall success of the existing program.